Re-designing a Final year Course within a Teacher Education Programme using the Tuning Africa Methodology at a Higher education Institution in South Africa.
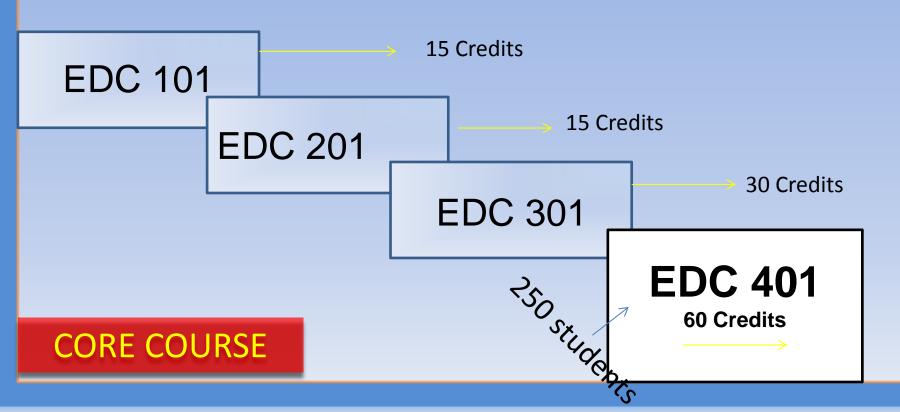
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Outline

1. CONTEXT OF RE-DESIGNED COURSE

BACHELOR OF EDUCATION (BEd)

360 Credits

EDUCATION PRACTICE (EDC)

EDC 101 → 15 Credits

EDC 201 → 15 Credits

EDC 301 → 30 Credits

EDC 401
60 Credits

250 students

CORE COURSE

2. THE COURSE EDC 401

- **Final year core EDC 401 course to be re-designed** (60 credits)
- Academic hour UWC = 60 mins; 10 notional learning hours per credit
- More than half credits contribute to time at schools
- Students are placed at schools for 9 weeks [Grades 7-9]
- Below is a table of the credit values and student size

Programme/Course	Credits	Number of Students
Bachelor of Education (BEd)	360	1500
Education Practice (EDC)	120	1500
EDC 401	60	250

3.   UWC STUDENT PROFILE

The UWC *Strategic Plan (SP)* for Teaching and learning identified issues related to:

- **Students** are working class
- From disadvantaged communities
- Early schooling - exposed to inferior education
- Need learning support at university.
- **Staff** must be trained to cope with students' needs
- A systemic approach must be taken, as there are challenges at many levels

4. CHALLENGES AT UWC

Level	Challenge
UNIVERSITY	• Apartheid legacy left dysfunctional schools • Many schools are still dysfunctional • Students entering university are under-prepared • University has to support learning and emotional needs
FACULTY	• Student numbers are increasing, many under-prepared • Faculty infrastructure limited and class resources • Faculty resources limited for teaching and extra support • Multiple changes of national curriculum impacts teaching
PROGRAMME	• Large class numbers lacking one-on-one engagement • Additional time in curriculum for student support • Lack of classroom space for students to practice teaching techniques • Lack of teaching practice resources to guide lectures
STUDENTS	• Under-preparedness still experiencing Apartheid challenges • Financial problems • First generation university students – lack of parental support

The UWC *Strategic Plan (SP)* for Teaching and Learning recommends

- **UWC *SP*** recommends **constructive alignment**
- Through channeling competences that
- Addresses the 'critical challenges'
- Merging competences to support students
- At three levels
  - ➢ **National Curriculum competence requirements**
  - ➢ **Graduate Attributes competences**
  - ➢ **Faculty competences**

5. PROGRAMME COMPETENCES

MERGING

5.1   National Curriculum Competences (MRTEQ)

+

5.2   University Competences (Graduate Attributes)

+

5.3   Faculty Competences (Education Practice)

MRTEQ

INSTITUTIONAL
UWC

FACULTY

EDUCATION

5.1 MRTEQ

Minimum Requirements for Teacher Education Qualification

MRTEQ

Addresses "critical challenges" pre-service teachers face during their own education through competences

- Exposure to a dysfunctional schooling system
- Poor content and conceptual knowledge found
- Preparing teachers to teach in a variety of contexts
- Preparing teachers to teach students from diverse backgrounds (language, cultures, socio-economic backgrounds)

5.2 Graduate Attributes

Graduate attributes addresses 'critical challenges' in South African HE institutions

- Phenomenon of unemployed graduates

- Pressing skills needs

- Need to productively compete and participate in an increasingly globalised world

- Need for citizenship attributes and orientation to the 'social good'

- Perceptions of UWC graduates

- Graduate attributes must be embedded at all levels of alignment in curriculum – teaching, learning and assessment.

MRTEQ COMPETENCES

Empowers teachers to develop theoretical, practical and affective competences

1. Subject and Pedagogical Content Knowledge
2. Social, contextual and inclusive
3. Reflective practitioner
4. Technological literacy and research skills
5. Ethically, environmentally and socially aware &   active
6. Skilled communicators
7. Interpersonal Relations
8. Professional competences

UWC Graduate Attributes

1. **Inquiry-focused and knowledgeable:** UWC graduates will be able to create new knowledge and understanding through the process of research and inquiry

2. **Critically and relevantly literate:** UWC graduates will be able to seek, discern, use and apply information effectively in a range of contexts.

3. **Autonomous and collaborative:** UWC graduates will be able to work independently and in collaboration with others, in a way that is informed by openness, curiosity and a desire to meet new challenges.

4. **Ethically, Environmentally and Socially Aware and Active:** UWC graduates should be critical and responsible members of local, national, international and professional communities. They should also demonstrate a thorough knowledge of ethical, social, cultural and environmental issues relating to their disciplines and make professional and leadership decisions in accordance with these principles.

5. **Skilled Communicators:** UWC graduates should recognise and value communication as a tool for negotiating and creating new understanding, interacting with diverse others, and furthering their own learning. They should use effective communication as a tool to engage with new forms of complexity in social and working life.

6. **Interpersonal flexibility and confidence to engage across difference**: UWC graduates should be able to interact with people from a variety of backgrounds and have the emotional insight and imagination to understand the viewpoints of others. They should be able to work in a productive team, to lead where necessary and to contribute their skills as required to solving complex problems.

FACULTY COMPETENCES

RESEARCH ON HOW STUDENTS TEACHERS LEARN

Theory	Explanation	Theorists
Apprenticeship of Observation	• Students come to the programme with pre-conceived ideas about teaching • Need to be addressed in programme	Lortie (1975), Darling-Hammond Brandsford
Enactment	• Develop competences to enact what they know • Organise knowledge 'for action'	Brandsford Darling-Hammond Grossman
Metacognitive	• Provide tools for analysis of situations • To understand how to handle complexity of teaching	Flavell (1979) Brandsford Darling-Hammond

ALIGNING MRTEQ & GRADUATE COMPETENCES

	GRADUATE ATTRIBUTES	MRTEQ
1	**Inquiry-focused and knowledgeable**	Subject and Pedagogical Content Knowledge
2	**Interpersonal flexibility and confidence to engage across difference**	Social, contextual and inclusive
3	**Reflective practitioner**	**Additional**
4	**Critically and relevantly literate**	Technological literacy and research skills
5	**Ethically, Environmentally and Socially Aware and Active**	Ethically, environmentally and socially aware & active
6	**Skilled Communicators**	Skilled communicators
7	**Autonomous and collaborative**	Interpersonal Relations
8	**Professional teaching competences**	**Additional**

6. COMPETENCE DEVELOPMENT

- Starts with *reflection* of current course

- Then *concept mapping* of ideas

- Developing *patterns and themes*

- *Aligning* national curriculum and institutional competences [*MRTEQ &* GA's]

- *Selecting* 'mix' of competences

- Eight competences define our goals for UWC teacher graduate, with 2 additional MRTEQ competences

DEVELOPING ILOs

- Verbs are useful markers for operationalising alignment (Biggs, 1996).

- The final year EDC 401 course is depicted as using high level verbs such as theorise, reflect, generate and apply

- We specify the verbs which describe the behaviours which we want students to enact in the context of the content discipline being taught

- FOR EXAMPLE

Revised Competences & ILOs

ILO: Skilled Communicator

Applies professional communication principles within real-life teaching situations, at schools, in classrooms enacted during lessons.

•Teaching and learning activities

Activity: description (what the teacher does, what the students do)	In class / outside the classroom	Individual/ In pairs/ small-group/ Whole class	Resources required	Time required	Why this activity is appropriate	Assessment
The student applies professional communication principles when presenting a written and oral lesson plan, reflective pieces and portfolio development, with rational arguments for the adoption of methods whilst modifying their language according to the context and audience.	1. In class Microteaching Role Play Students will present an *oral lesson created on a lesson plan.* Teaching practice in a simulated "classroom environment" [lecture period].	Group activity – each group member will present a part in the lesson	Computer for Powerpoint presentation Whiteboard & writing material Resources for charts, worksheets	1 hour lesson period	Students will be exposed to *writing a lesson plan*, and then *enacting the lesson plan orally* to peers and the lecturer. They will get a peer mark and mark from the lecturer. Importantly, they will get exposure to writing up a lesson plan; and feedback on the lesson plan from others on a rubric; as well as exposure to the lesson assessment rubric. Students will file the lesson plan & assessments in a **portfolio** which will contribute to their final assessment mark. Contents of the portfolio will be assessed on a rubric. Students will record their experiences in a **reflective journal** and assessed using a rubric.	Lesson Plan (Written Lesson Presentation (Enacting the written lesson plan)
	1. In class Showing videos: Enacting a lesson plan orally Videos will be available on the UWC online learning platform to watch in their own time	In pairs	Video showing a lesson A sample lesson plan	1 hour lecture period	Give students exposure to "markers" through theory and practice – on how to develop and enact a lesson plan, write a reflective piece and develop a portfolio	
	1. Outside class Pre-reading on key publications that would guide the choice of teaching, learning and assessment activities & theory for a lesson.	Individual	At least 4 readings on theory to guide construction and enactment of lesson plan	5 hours Depending on students' input	Exposure to a variety of options to guide development of lesson plan: Theory Teaching activities Assessment activities	

TEACHING AND LEARNING METHODS

- We would try to steer away from TLAs dominated by activities encouraging the surface approach

- Such as too much focus on lectures and tutorials

- However, we would focus more on TLAs that encourage a variety of activities, and are student-centred

- As these promote a deep approach to learning

FOR EXAMPLE

Teaching Methods		
	Lectures	Traditional lectures have worked well in large group settings
	Tutorials	Face-to-face interaction with the tutor and a more personalized setting builds the students' confidence
	Discussion	Of case studies, materials, videos, current affairs in education
	Practicals Microteach	Student teachers spend 7 weeks at schools and apply theory to practice during this time
	Case studies	Helps students analyse and apply theory to varying contextual situations
	Self-directed study	Students do not like independent work, especially independent PBL. But there is limited time to do this.
	Social media forums	The lecturers tend to have less developed skills than the students – we always tend to play 'catch up'.

METHODS OF ASSESSMENT

- Since this is a final year course, it is important to note that the verbs describing the ILOs for this course would be pitched at a high cognitive level
- Hence the use of the words: *reflect, apply, create*, etc.
- To align with ATs with a focus on higher order level, the following assessments will be used:
  - Lesson plans (oral and written)
  - Reflective Journal
  - Portfolio
  - Professional Development

FOR EXAMPLE

PROPOSED ASSESSMENT METHODS

Method	Rationale
Lesson Plan & Presentation	Lesson plans will express their written design of the lesson, and will be enacted in class. Part of these assessments will encompass the competences communication, professional practice, reflection.
Reflective Journal	Questions will be reflected on and written in their journal. Students are encouraged to record learning-related incidences, and reflect on them, whether presented in class activities of on teaching practice.
Portfolio	Portfolio will be used for students to collect and document evidence of their experiences. Any resources developed or used in method classes or while on teaching practice can be used.
Professional Practice	Students' conduct and growth professionally will be encompassed in practice and through their portfolio.

7.   THE REVISED COURSE

SEE ATTACHMENT

(Table 1)

Draft copy of Course Framework

UWC Graduate Attributes & (MRTEQ)	Learning outcomes	Teaching/Learning activities	Assessment tasks and criteria				
			Oral Lesson presentation	*Written Lesson Presentation*	*Professional Development*	*Reflective Journal*	*Portfolio*
1. Inquiry—focused (Subject and Pedagogical Content Knowledge)	Create a detailed written lesson plan and express it in an oral lesson presentation, showing evidence of an inquiry-focus, with the depth of detailed subject and pedagogical content knowledge (PCK).	Class discussion and in-class exercises Pre-reading exercises Observing and analysing video clips of classroom lessons Analysing video lessons Microteaching Peer group feedback Role-play	Design two lesson plans and express the written and oral presentation applicable in a classroom setting at a school during practice teaching, to be evaluated by the mentor teacher and university lecturer. *See lesson evaluation sheet for criteria*		N/A		
2. Interpersonal flexibility and confidence to engage across difference (Social, contextual and inclusive)	Select the best combination of theory, practice and resources for optimal learner engagement and knowledge acquisition, showing evidence of an awareness and responsiveness to the larger social context for optimal inclusivity during classroom practice.	Lecture Class discussion Critique lesson videos Resource development Guest lectures from experts	Support the knowledge and theories in the designed lesson plans with a blend of creative resources to engage learners in effective and optimal classroom practice appropriate for the school context. *See lesson evaluation sheet for criteria*		N/A	Present written evidence in the reflective journal justifying the choice of combinations of theories and practices in response to contextual variables. *See evaluation sheet for criteria*	N/A

UWC Graduate Attributes & (MRTEQ)	Learning outcomes	Teaching/Learning activities	Assessment tasks and criteria				
			Oral Lesson presentation	*Written Lesson Presentation*	*Professional Development*	*Reflective Journal*	*Portfolio*
3. Reflective practitioner	Reflects on own practice by documenting evidence-based self-reflection and feedback from knowledgeable others to describe reasons and present evidence for their point of view.	Analysing reflective pieces Discussion De-briefing on own classroom practice Scrutinising evidence to determine facts	N/A	N/A	N/A	Reflects on practice daily and culminating in a weekly summary. Recorded in their Reflective Journal. *See assessment sheet for criteria*	N/A
4. Critically and relevantly literate **(Technological literacy and research skills)**	Conduct research for lesson preparations using the library, the web and other sources of information.	Oral presentation Practical reports	N/A	N/A	N/A	N/A	N/A
	Reflects using appropriate language and models of reflection	Reflective writing	Appropriate use of Powerpoint (see oral presentation assessment rubric)	Appropriate use of images, pictures on charts, posters, pamphlets, etc. (see oral presentation assessment rubric)	N/A	See rubric for reflective practice	N/A
	Use the Internet, MS Word, MS Excel, MS Powerpoint to prepare lessons (i.e. computer literate)	Oral presentation	Appropriate use of Powerpoint (see oral presentation assessment rubric)	Appropriate use of images, pictures on charts, posters, pamphlets, etc. (see oral presentation assessment rubric)	N/A	N/A	See portfolio assessment rubric
5. Ethically, environmentally and socially aware and active	Recognise the relationship of teaching to society, technology and the environment and contextual considerations	Class discussion and exercises Reading tasks – popular articles, social media, published articles, books, articles, etc	N/A	N/A	Student is able to critically analyse education articles in terms of the wider implications of education (eg. SES, poverty, education policy; and education as a tool for social change)	N/A	See portfolio assessment rubric

UWC Graduate Attributes & (MRTEQ)	Learning outcomes	Teaching/Learning activities	Assessment tasks and criteria				
			Oral Lesson presentation	*Written Lesson Presentation*	*Professional Development*	*Reflective Journal*	*Portfolio*
6. Skilled communicators **(Communication)**	Present a written and oral lesson plan with rational arguments for the adoption of methods whilst modifying their language according to the context and audience. The teacher communicates to enhance student teaching and learning.		Present a clear, well-structured oral presentation and well-structured lessons *See oral presentation assessment rubric*	Present a clear, well-structured written presentation and well-structured lessons *See oral presentation assessment rubric*	N/A	Present a clear, well-structured written reflections *See reflection assessment rubric*	Present a clear, well-structured written portfolio *See portfolio assessment rubric*
7. Work Autonomous and Collaboratively **(Interpersonal Relations)**	Work independently and collaboratively applying knowledge and practice effectively.	Co-operative learning lecture and home tasks Group research project and oral presentation Reflection tasks on group functioning	Work productively in co-operative learning groups. Shows initiative with lesson development through engaging in collaborative and independent practice with learners and staff at the school.		N/A	N/A	Shows evidence of extramural involvement, and initiating practices.
8. Professional competences	Committed to apply professional responsibilities, adherence to ethical principles in a contextually changing environment, respect for the rights of others, acts fairly, is impartial in decision-making,, is consistent in ethical decisions and recognises the importance of a positive work ethic	Discussion Debriefing Readings and analysis of relevant texts Analysing videos Role play	Conducting lessons professionally and etically		N/A	N/A	Evidence of conduct from teaching practice schools report Written evidence of conduct from university supervisor Written evidence of conduct from mentor teacher at school

Assessment

Type (for example)	Weighting	Submission date
1. Lesson evaluations	50%	23/4/2013
2. Portfolio	20%	10/5/2013
3. Reflective Journal	15%	7/10/2013–23/10/2013
4. Professional Development	15%	
Total	100%	

8.   ALIGNMENT FOR OPTIMAL LEARNING

- The course is developed so that students can develop holistically
- It is a vehicle to transition students' growth both theoretically and affectively
- Students grow in confidence in Year 1&2; and then teach in authentic teaching scenarios Year 3&4 – distantiate students from their own negetive learning experiences at learners
- This ensures optimal learning and growth

9.   EDC 401 & PROGRAMME

- The focus of EDC 401 is PRACTICE - practically preparing teachers for school teaching, while other courses have a theory focus

- The course shapes the programme contributing to their growth in other courses in the programme

- The course shapes the student to develop the knowledge, skills and affective attitudes for best classroom practice

- Directly impacting the overall programme

10. EDC 401 & STUDENT GROWTH

- The course supports the main programme by developing high quality teachers

- Aligned to the standards of the national (MRTEQ) and institutional (GAs) standard, while maintaining the Faculty's character

- Thus preparing the teachers to address the critical challenges in school education in South Africa

11. EDC 401 ALIGNMENT CHALLENGES

Overall alignment is very good, though challenges existed during development:

- The eight competences aligned to many T&L activities
- The many options of T&L activities requires careful selection making alignment time-consuming
- However, the assessment activities were restricted to four types, that can be aligned to many competences, complicating assessment activities which is also time-consuming
- Though, over time, using combinations of T&L and assessment activities can guide one toward optimal combinations

12. STRENGTHS OF EDC 401

Level	Importance
UNIVERSITY	• Universities are changing globally • Gap between HE and economy needs • Influences employability, citizenship • Perceptions of UWC graduates
DEPARTMENT	• Builds communication, integration and support • Improved student-staff interaction • Encourage 'time on task' activities in learning • Encourage assessment activities at right level
PROGRAMME	• Aligns the course as a whole, integration • Learning can be developmental • Sets high academic challenge
STUDENTS	• Supports under-prepared students • New kind of student shaped by technology & social media • Students thus learn differently - have exposure to varied skills • At a higher order thinking level • To encourage learning motivation and engagement

13. OVERCOMING CONTEXTUAL CHALLENGES

- Communication at national and institutional can guide practice is pivotal
- Support from other staff members in faculty
- Consider collaboration activities
- Consider factoring in staff-student interaction time in curriculum
- Set high academic challenge use support from tutors, writing centre, postgraduates
- Use time in curriculum effectively

14. CONCLUSION

- Constructive alignment of courses can strengthen student support at UWC
- Students can develop competences to prepare them for the challenges of teaching in schools
- Students as teachers can contribute to the development of the country
- Tuning Africa constructive alignment can guide the development of courses

Thank you
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